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Digital Native Students' Perspectives of Online Games Use for Learning Grammar in English Class at Avizena.Edu Private Course

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Abstract

As one of the important factors in learning language, learning grammar become a great topic to discuss and enhance. Digital native students who are common in use their devices in order to help them enhance their learning language, online games are unique media to apply in their language class. This study conducted at Avizena.edu private courses in Magelang, Central Java Province, Indonesia. High school students who were enrolled in the English class are our respondents. The survey conducted the following aspects: preferences, actual use, ease of use, experience, and learning opportunities. Digital native students were also invited to share potential positive and negative benefits for online game use in the classroom. A hundred students completed the survey. Results indicate that most students viewed the potential utilization and integration of online games as positive. Moreover, some digital native students expressed pertain that the use of language online games may not give an efficient or effective method and impact in learning grammar activities.

Keywords: *Digital Native, Students, Online Game, TEFL, Learning Grammar*

Introduction

Digital native students' generations are so close to the presence of technology. Any gadgets are not determined as foreign objects to them anymore. They have different perspectives on technology. Their technology and daily life are highly connected. They should keep up to date. These amazing conditions make them prefer to use online media. Digital learners are digital native generation which uses a digital learning tool where teachers and students alike can create their own interactive timelines. Many new social features introduce collaboration and engagement between students (Nur, 2018).

Through using an online application because one important reason that currently, the future teacher will face the digital native students. We call them like that because they live in the digital era, recently most students always bring their own devices whenever and wherever they go.

In educational settings, individuals have experimented with different online game formats such as virtual social spaces online games (Wang & Burton, 2013) and massively multiplayer online role-playing games (Peterson, 2011). More educators begin to see the potential benefits of using games to engage digital native students. In foreign language learning and teaching, both digital and analog games have been shown to enhance digital native student involvement and give purposeful, engaging, and rich exposure to language in use. In the past,

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access to the potential learning opportunities afforded by online games was limited due to the cost of computers and game devices; however, access to mobile devices with strong and stable Internet connectivity throughout the world enhance opportunities for online game utilization in language learning.

Existing research has not shown long-lasting or tangible results. Additionally, researchers have not examined the acceptance and usage of language online games from the perspective of Indonesian high school students who are enrolled in the private courses. This research study aims to address this gap in the literature. Moreover, the researchers choose the Avizena.edu private course in their English class. Avizena.edu's private course is one of the private courses which founded by some undergraduate students. They have many specific classes for elementary to high school students.

In this scope of study, extended versions of the TAM have been created to determine user acceptance of a variety of learning by technologies and in different contexts such as mobile learning and learning management systems (Park, Nam, & Cha, 2012; Sa´nchez & Hueros, 2010). Some scientists have used the model in connection with online game use (Bourgonjon et al., 2010. Researchers found that norms and social influences had a massive direct and significant effect on the intentions and attitudes of game users.

It was the purpose of this research to investigate the perspective of digital native students toward the use of online games in English-language learning, especially in learning grammar.

Method

This study took place at Avizena.Edu private course, in Magelang, Central Java Province, Indonesia. In 2019, 100 digital natives' students were enrolled at the English class in Avizena.Edu private course. There were 83 female students and 17 male students. The age of individuals ranged from 16 to 19. They are studying in various public and private high schools in Magelang. 20 of them are X grades, 45 students are XI grades and the rest of the students are in the last year of their high schools. All English private courses are delivered face to face. The response rate was 100%, all of the digital natives' students completed the survey.

Starting from the first instrument on the existing one that developed by (Bourgonjon, 2010) to test a model of video game use in secondary schools in the Netherlands through the digital native students' perspectives. Conducting four aspects that will determine, there are learning opportunities, experience, preference, and also ease of use. The internal reliability coefficients for the original scale exceeded .70. Using Likert-type scale, 1 to 5 which is strongly disagree to strongly agree.

Moreover, adapting the instrument in order to meet the requirements of this research study. The researcher made little modifications to find out digital native student's perspectives of online game use-instead video game use. In addition, all 22 items were changed to a 4-point scale, in order to meet the cultural needs of digital native students, who tend to have an intense preference to stay neutral on the issues in order to avoid confrontation (Carless, 2012).

The second part of the instrument in this study contain a frequency scale with 10 items refer to the use of online games and the devices. These important items were developed by (Bourgonjon et al., 2010) which has ranged from 1—never to 5—very frequently. Researcher was adding two open-ended questions which is about digital native students' perspectives of the advantages and disadvantages of online game use in English private class.

Results

Digital Native Students' Perspectives

Ease of Use

Digital native students were mostly agreeable with items concern to the ease of use of online games. Most of them were strongly agreed with all of the statements on this questionnaire. 75% of digital native strongly agreed that they know how to use online games media in the English class, and over 60% strongly agreed with Items in number 6 (69.0%) that shows they feel it is so easy to use online games in the English private course. Then, the result of the item in number 7 (68.6%) shows that the digital native students think that their interaction with online games in the classroom would be easy to understand. Moreover, the result in item number 3 (66.8%) means that the participants think that online games would enhance their effectiveness in learning grammar. Finally, in number 1 (61.0%) it shows that in their perspectives online games would improve their performance in the English class especially in learning grammar. These results are not surprising due to the digital native students' preferences in accessing online media in their learning activities (Nur, 2018). Amazingly, participants agreed the least with Items number 4 (58.6%) it means the rest of them think that online games would help them to achieve better grades. The last one is the result in the item number 2 (59.1%) it shows that digital native students think about the power of online media will enhance their productivity in the English private course.

Learning Opportunities.

The result shows that most of participants strongly agreed with Item 8 (81.0%). 60% of digital native students are strongly agreed with Items number 9 (64.1%), 10 (61.8%). 12 (69.5%), and 14 (64.5%). Only 56.4% agreed or strongly agreed with Item 11. Digital native students felt strongly that online games would give them any experiment with knowledge. Their answers regarding performance and learning productivity, however, were less enthusiastic. Online games in Indonesia are often played with others or simply with a friend on a smartphone or iPad; hence, most of the participants believed that online games offer huge opportunities to interact with other students in a wide area.

Experience with Online Games

The majority of respondents (76.8%) in the item number 15 stated that they liked playing online games and played online games often (66.9%) in number 16. Over 65% in item number 18 shows that most of the digital native students did not describe themselves as gamers, and over 50% of respondents disagreed or strongly disagreed with Items number 19 (57.8%) which shows that they played the different types of online games. Some of the digital native students play the most common online games such as mobile legend, PUBG, and so on. They lack experiments to play a language learning online games such as Hello English, etc. The result of item number 17 is (56.4%). Playing any online games is a common activity in their spare time. Changing their habit to play language learning online games is another massive problem for the teacher, teacher students and their parents. Surprisingly, digital native students thought very favorably of online games. Moreover, 65% of digital native participants did not describe themselves as online gamers despite 66% admitting to playing online games often. Thinking about that negative connotations makes the respondents have a barrier to play any language learning online games. People around them will not ask first about what kind of games they played but they will just give them a judgment as gamer.

Preference for online games about language learning

Respondents were amazingly agreeable with all statements on the preference questionnaire. They were enthusiastic about using online games in the English private course (75.0%), they would take courses that utilize online games through the learning process (72.7%), and they would be in favor of using games for learning grammar (69.6%).

Therefore, it was not surprising that the most of digital native students were eager to utilize online games in their grammar learning, which could minimize the face to face course and role of the teacher, massive control of the language learning process for the digital native students.

Using Online Games in Daily

Digital native students reported a huge range of using that online games media per week, from 0 to 35 hours. When asked how many years' respondents had played online games, participants reported a range from 7 to 19 years.

Respondents were asked what kind of online games they played and the types of devices they used to play their online games. Online games that based on the smartphone had the highest use by digital native students. Smartphones were used for online gaming by almost 60% occasionally, frequently, or very frequently; 56.4% used personal computer occasionally, frequently, or very frequently.

Responses were distributed among the average number of hours participants engaged in online games played in a week. Yet one-quarter of digital native students reported that they used online games for less than an hour per week. Because smartphones with iOS and Android operating system were the most frequently used device and software for online gaming, it would seem that the number of respondents who fall into this category would be fewer. A possible explanation is that participants did not state their use accurately due to the negative stigma attached to frequent online gameplay.

Discussion

Potential Benefits of Online Game Use

All of the respondents completed this open-ended question. Only few respondents stated that negative result. The biggest number of students stated enjoyment and motivation as potential benefits in using online games in English-language learning, especially in learning grammar. These results are not surprising because games are usually associated with enjoyment and, in recent years, playing online language learning games has been used in many settings to increase motivation. Students stated that their activities through the online games would allow them to learn a foreign language in a more enjoyable way. This would apply particularly to digital native students who were not proficient at communicating in English; these respondents would be more comfortable practicing in an online gaming environment. Using online games was perceived as fun because students would not feel like they were studying. Digital native students thought that the use of online games would motivate them to study, attend courses, and participate more actively during learning grammar sessions. Respondents believed that using online games in learning grammar would increase interest and enthusiasm about English-language learning.

Digital native students' response that online games use would make learning grammar easier. They thought it would make language learning more amazing and active, assist in memorizing English vocabulary, and help with understanding the grammar. Learning activities

could be more personalized if the respondents had the option to select levels and structure through the online games.

Comments categorized as affordances relate to the accessibility and ease of use. Based on digital native students, online games are accessible to individuals because many of the participants play online games on their daily life. Tracking their progress, and their rank easily especially for the Hello English game. However, online games need to be in English and need to have audio for Indonesian learners to hear English native speakers' pronunciation.

Some respondents stated that it would be easy to study with online games. Digital native students believed it would make learning language more efficient and motivate them to practice the language. Finally, rest of the respondents stated that using online games may increase interaction with class members and that participants may become closer to one another.

Potential Negative Benefits of Online Game Use

Some respondents offered comments related to the potential negative benefits of online game use. Nine participants indicated they had no opinion or did not know. Participants were concerned that students might focus on playing the online games and having fun to get the best rank in the class or city rather than learning grammar. Concerns relate to online games being distracting could stem from a lack of experience in using technology for educational purposes especially in language learning activities.

Some doubted online games were effective learning tools or did not see the need for their use. Respondents thought it was not healthy to spend too much time in front of a smartphone screen. The students were concerned about their eyesight or becoming addicted to games. Health concerns seem to be unique to Indonesian students of this age group. One possible reason for this might be concerns young Indonesian respondents have regarding healthy practices.

Others suggested online games may be difficult to utilize in courses. It may take more time to set up or play the game which could spend more time from the lesson. Selected language learning games should be attractive and fun to play in order to make students not to get bored, and good devices may be expensive.

Digital native students thought that it would be difficult in order to focus on studying, playing language learning games in online condition would not feel like studying or studying would turn into a solitary event. They questioned whether it was nice to have fun while they were learning or whether students would take the initiative to learn. Other respondents were afraid that the use of online games would decrease opportunities in order to communicate with peers and instructors. They emphasized that communicate with others or experts was very important in a foreign-language course especially in learning grammar.

Conclusion

It was the purpose of the research to investigate the perspective of digital native students toward the use of online games in English-language learning, especially in learning grammar. The results of this research contribute to researchers' and participants' understanding of digital native students' acceptance of online games in foreign language learning. We can determine that the integration and utilization of online language learning games are a viable alternative in English private class. Overall, respondents were enthusiastic regarding the use of online language learning games in the courses for the purpose of learning grammar.

Participants thought online games were easy to use and many used them quite often. Digital native students expected that online games would motivate them to experiment with knowledge and give an opportunity to interact with course mates. Possible benefits which the respondents listed were motivation and enjoyment.

However, not all digital native students were in the same agreement. Participants were concerned about loss of concentration, enjoying digital games too much, and potential distractions. Many stated about health concerns. Others questioned whether online language game use for learning was an efficient or effective tool. They were uncertain whether these could increase their performance or productivity.

Some limitations need to be pointed out in this study. First, the data are specifically limited because they were collected at one private course agency. Second, all of digital native students in this English private class come from public high school. Students who attend this course may possess different academic abilities than students who attend other high schools outside the city. Other researchers could collect data from multiple Indonesian education institutions, both public and private, which would better represent the sample population. Third, one of the researchers distributed the survey to his respondents during course sessions. This could have possibly influenced digital native student responses by introducing issues of bias related to influence and power (Creswell, 2014). Lastly, the data were self-reported.

Despite the fact that many digital native students play games for long periods of time, there seemed to be a reluctance among them to label themselves gamers. Being a gamer was not relate to a positive trait by respondents in this research study. Who exactly is a gamer in the minds of Indonesian high school students? This concept and how it affects students' usage of online games, perspectives, and attitudes should be investigated in further research.

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